



# **Grade 4 Writing**

## **Expository Scoring Guide Spring 2012**

**READ** the information in the box below.

When he was eight years old, a boy named Paul Hogan watched firefighters quickly put out a small fire that he had accidentally started. He decided right then and there that he would become a firefighter someday—and he did.

**THINK** about the adults you know and what kinds of jobs they do.

**WRITE** about the job you would like to have when you grow up. Explain what the job is and why you want to do it.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

The names of individuals mentioned in the compositions have been changed to protect the confidentiality of the students whose responses appear in this guide.

## **Score Point 1**

**The essay represents a very limited writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

### Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

Woosh! Tiny bubbles wizzed past me as I dove into the racing pool in Austin, Texas. I was swimming the 500 yard freestyle, and I knew this would be my best race ever!

I hit the wall as hard as I could and pushed off of it with power. I was on lap eight now, and my legs were burning! My dad shook the counter telling me to go faster. This made my arms start to burn, but I went faster!

Lap sixteen was the toughest lap in the entire race! I was exhausted by now, but a feeling of thrill rushed through me. I might have a chance at the state record! I sprinted as fast as I could until I finished. I looked up at the score board. Yes! I had broken the state record! A huge smile appeared on my face. I knew right then and there that I wanted to become a professional swimmer when I grew up. I knew I would be great at this job because of my early successes.

### Score Point 1

The writer of this response aspires to become a professional swimmer. However, the writer focuses the response on telling the story about the swimming event that led to her decision. Even though the writer provides a central idea at the end of the response (I knew I would be great at this job [professional swimming] because of my early successes), the details and narrative structure of the piece are inappropriate to the specific demands of the expository prompt. To be responsive, the focus has to be on why she wanted to be a professional swimmer, not on what happened the day of the state swimming meet. Overall, the response represents a very limited writing performance.

I wanted to be a doctor, so I could help sick people and help with cancer. I wanted to save people from other sicknesses. I also wanted to be a scientis. I wanted to be a scientis, to invent new things and invent stuff like the other famous inventers. My other job I wanted is to be a police, I wanted to be a police so I could save people and protect them. My forth job that I wanted to do is to be a teacher. I wanted to be a teacher so I could help other student learn more so they could reach for their goal. The one that I like the most is to be a scientis. The scientis is one of the most of my best job I like.

**Score Point 1**

The writer of this very limited response considers four different jobs and ultimately selects being a scientist as his desired profession. Although the writer maintains an appropriate expository form, the progression of ideas is weak. The lack of a clear central idea as well as the writer's abrupt shifts from one profession to the next leads to an unfocused presentation. In addition, the writer's stated reasons for considering these jobs are vague and insufficient (...to invent new things and invent stuff...). The writer demonstrates a partial control of conventions and limited word choice.

I want to Be a SPY So I Can go  
on. Mission and Save People and I can get  
my own Bag. 1 of the reasons is I  
Can get Cool Stooof and no one  
in my family no one is a SPY. 2 reasons  
is I can get a SPY Car so win  
Thara a Problem I will Be thar and  
a SPY Wach. to so. I Can take  
to People on my Wach and it has  
a map in the Wach so I Dont have  
to look at a Rill Map, and  
SPY Shows so I kan fly in the  
Sky and a laser. So I kan go  
throw an thing like Doors But  
I want that Job. to Per-tet People and  
I will not let them Down and  
I hop I Can Be a SPY one Day

**Score Point 1**

The writer explains that he wants to become a spy by listing different gadgets he would use on the job to help and protect people. However, the writer exhibits a poor control of the spelling of basic words (thar, rill, sci-y) and sentence boundaries. These serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning, resulting in a very limited writing performance.

When I grow up!

When I grow up I would to be a pharmacies. What pharmacies do is they give people medicine and have to have really good memory. Why I would like to be a pharmacies is that I have really good memory and I would love to help people. Also pharmacies get payed a lot of money. I have been dreaming my whole entire life about being a pharmacies and when im older its going to happen. Also I can give discounts to my whole family. I will never change my mind about being a pharmacies. And also another reason I would be good at it cause I get along with people. When I grow up also im going to work only from 6:00 am - till 2:00pm. And thats what I would like to be when I grow up.

**Score Point 1**

The writer of this very limited writing performance establishes the clear central idea that she wants to become a pharmacist. The writer provides a number of reasons for her choice; however, the focus is weak, and the ideas are randomly presented. For example, the writer abruptly shifts from why she would make a good pharmacist to what the rewards of the job might be back to why she would make a good pharmacist. The insertion of general statements related to becoming a pharmacist ("I have been dreaming my whole life about being a pharmacist..."), as well as the repetition of the transition "also" to connect ideas, contributes to the poor organization in this response. Although the writer demonstrates a general control of conventions, the essay overall is insubstantial.

## **Score Point 2**

**The essay represents a basic writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

### Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.



Do you have a job that you want to do one day? I do. I want to be a police officer. I want to be a police officer because you have a lot of weapons. I want to be a police officer because you can catch burglars, stealers, and killers. And you can be a hero for catching a really, really bad guy. You can get a gold medal too. Here's the awesome part, you can ride in a police car! If you like action and weapons then I highly recommend you be a police officer when you grow up.

**Score Point 2**

The writer establishes the clear central idea that he wants to be a police officer and uses an organizing structure that is appropriate to the expository task. Although the writer provides several specific reasons for his choice, these reasons are only briefly presented, causing the development to be superficial. The writer's word choice and control of conventions is adequate, but the overall development of ideas is minimal, resulting in a basic writing performance.

As I yanked the doors to the building open I saw two dogs and a lady at a desk. This was no ordinary building this was a veterinarian office. I readjusted the grip on my dog's leash, and walked to the lady at the desk with my dad in front of me. Two minutes later a woman came and took the red rope attached to my dog's collar out of my hand and asked us to follow her. At that very moment, every molecule of my body shouted and I knew my dream job, a veterinarian.

A veterinarian's job is to fix animals and to do what is needed for their health and bodies. I could just see it now me walking in this building with my own white lab coat, gloves, and stethoscope. All the equipment a veterinarian really needs is enough heart and patience to take care of all the animals of the world, and that is what I have!

**Score Point 2**

The writer focuses on her dream of being a veterinarian. The personal example used in the first paragraph of the essay pinpoints when the writer decided to become a veterinarian. Although she attempts to use this anecdote as explanation, it is only somewhat suited to the expository task because it is too focused on the details of taking her dog to the veterinarian's office. In the second paragraph, the writer provides a brief description of a veterinarian's job and then attempts to connect it to her own vision of herself as a veterinarian. However, the development of these ideas is superficial, and the connection between them could be stronger. Although the writer demonstrates good word choice and control of sentences, the essay overall reflects a basic writing performance.

When I grow up I want to be a animal cop. Animal cops are people who go and help the animals. When the owner wants its animals back they have to go to court. When they have the animals for good they take it to the vet and try to find a better home for it. This is why I want to be an animal cop is because they help the animals and I love helping animals. Also I am good for the job because I can run, jump, scream at people, and be reasonable at times. plus I love animals and someone wants a pet then take better care of it. Also they try to find a better home to live in. Also what inspires me is my aunt because she has three dogs that she rescued herself and there names are Princess, Diego, and Grace. plus she saved a baby skunk and a baby kitten and for that kitten she stoped four rows of trafike and she is my hero. And that is why I want to be a animal cop even if it means I have to move. so for now on get a animal at a pound.

**Score Point 2**

In this basic writing performance, the writer establishes the central idea that he wants to be an animal cop and attempts an explanation for his choice. While the organizing structure of the essay is appropriate to the expository task, the writer's progression of ideas is not always controlled. Repetition of the ideas that animal cops help animals and animal cops try to find a better home for animals disrupts the flow of the essay. The progression is further weakened by the perfunctory transitions (also, plus) the writer uses to attempt to connect ideas. The writer lists the qualities that he thinks make him suitable for the occupation and provides an example of his aunt's inspiring behavior, but the development overall remains superficial. The writer demonstrates age-appropriate spelling but only a partial command of sentence boundaries.

An Air Force Dream!!!  
When I grow up I want to be in the Air Force. I have always wanted to be in the Air Force. My dad was in the Air Force. My brother and sister want to be in the Air Force too. I'm ten years old and it's my life long dream to be in the Air Force. My dad started when he was twenty.

My dad is a cornel. You have to work your way up to being a cornel. The next spot is the end of the line. You get a massive house that's like 60 feet tall. The next spot is the genrep. The house is not a two story thow. But anyway, to get in the Air force you must take a corse in college.

I'm going to texas A&M cause I've hered they have a really good Air Force corse. So if you want to be in the Air Force read this story.

**Score Point 2**

The writer wants to be in the Air Force like his father. The organizing structure of the essay is appropriate to the expository task, although wordiness about wanting to be in the Air Force (I have always wanted to be in the Air Force, it's my lifelong dream to be in the Air Force) weakens the first paragraph. The progression of ideas is not always logical and controlled in the paragraph about rank and houses. Overall, the writer demonstrates only a limited understanding of the expository writing task, resulting in a basic writing performance.

## **Score Point 3**

**The essay represents a satisfactory writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer's progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

### Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer's response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

When I grow up I want to be a fashion designer because I love to draw dresses, shoes, shirts, and skirts. I think this would be a fun job because the clothes you make some times get shipped all over the world. I'm going to go to the instutes of Arts to study fashion. I hope my dream comes true. My logo will be little circles over lapping each other. If this doesn't work out well, I might be a teacher. I'm going to work in New York in a very tall building.

Fashion is my dream and if my dream comes true it would make me very happy. I have a binder only for fashion at home and it has seasons in each folder. One time I made a dress that turned out pretty well.

For my birthday I got a sewing mechine so I can make clothes. Now all I need is a studio in New York and to be famous and I'm all set. That is what I want to be when I grow up.

**Score Point 3**

The writer establishes the clear central idea that she wants to be a fashion designer, although a minor lapse in focus, the reference to being a teacher if being a fashion designer doesn't work out, weakens the unity of the essay. Overall, however, the organizing structure of the essay is adequately suited to the expository task. Although transitions would make the sentence-to-sentence connections clearer, the relationships between ideas are logical. The writer includes specific details to describe her path to becoming a fashion designer—where she will study and work and what steps she is taking toward realizing her dream—which add some substance to the essay. In addition, the tone of the essay is appropriate, and the writer's command of conventions is adequate, contributing to this satisfactory writing performance.

Do you know what you want to be when you grow up? I do! I want to be an architect. I just love working with structures. New thoughts about building always pop into my mind. I know exactly why I want to be an architect.

I have always loved building. I've been building things for as long as I can remember. Every time I build something I think it through. [Which is something an architect must do.] My mind is always full of details and ideas.

I want this job because it includes things that I enjoy. Architects are always well paid, so I'll have plenty of money. They also work in groups. I personally like working in groups better than working individually. Another reason why I want this job is because I love architecture.

I would like to be an architect is because I love to create and work on building things. Building has always been a favorite hobby to me. One more thing I like about architect is that you get to work on different things all over the country, and sometimes the world.

I will always want to be an architect. I believe that this job will suit me perfectly. I hope I get this job and be successful.

### Score Point 3

In this satisfactory writing performance the writer explains why he wants to be an architect. The organizing structure is appropriate, and all ideas relate to the central idea. The writer's progression of ideas is generally logical and controlled until the fourth paragraph, when the writer repeats the idea that he loves building things, which he has already discussed in the second paragraph. This progression problem is caused by the writer's attempt to write a five-paragraph essay. Overall, however, the essay reflects some thoughtfulness and introspection in that the writer considers how his personality leads to his desire to be an architect ("Every time I build something I think it through. [Which is something an architect must do.] My mind is always full of details and ideas"). The writer's word choice reflects an awareness of the expository purpose, and his control of sentences contributes to the effectiveness of the essay.



I wonder how does that coach do it? Over the past three years I have been watching this coach lead and teach this team. It inspires me to be a football coach to be the person who can be the boss or the chief to all the players. If I was coach I would be the best coach ever. Sometimes before a game I would give inspiring speeches to help the players before the game starts. I wouldn't care if we won or lost I would just want to teach my players new things. I want to be a coach because I want to be a leader and be the one in charge of everybody. If there was a game going on and the score was really close and we had the ball I would call a timeout and tell my team what play to do and maybe they would score. I would be fair to everyone and if someone did something wrong I would just say try harder next time. I would do anything to get the players ready for the season. I would hire wise guys just for certain players and talk to the team. I would have twenty practices a week just to get the team ready for the season. That's why I want to be a coach.

**Score Point 3**

The central idea of this essay is the writer's desire to be a coach who is a leader. The writer develops this central idea by proposing a series of hypothetical coaching and game examples and predicting his behavior in each situation. The writer's approach to the topic is original, and the specific description of his actions in each example adds some substance to the essay. Although transitions are needed to progress more smoothly from example to example, the relationships among ideas are clear. In addition, the writer demonstrates an adequate control of sentences and age-appropriate conventions.



### A space Job

What job would you like to have when you grow up? My job would to be a astronaut. I can visit the vast bright moon. I can look threw the colossal space pod. I can also fix space tecnology.

My first destination is to go to the moon. While at the moon I can pick up rock samples. I can bring the rock samples back to Earth so scientists can study them. While on the moon I'll let a rover search the moon. The rover can search more of the moon than me. I also can feel the gravity of the moon. I can see how much a pile of rockes weight.

While in space I can search threw the colossal pod. I can look and eat the food in the pod. I think the Food is as squishy as whip cream. I can go threw the pod and find out more about the pod. I can find rooms that I didn't know where there. I can find the control room and control the pod. If I have truble controlling the pod I can get help.

Sometimes I can repair space items. If the space telescope is damaged I can repair it. If scientists lost conection to the space telescope I can check it out. If a rover gets des troyed on the moon I can go repair it. When I get it I can take it so I can use the right materials. If a satilife gets out of orbit I could get it back in our orbit.

Being a astrond might take a long time to prepare. I will have to go threw lots of tranning. I also have to learn to drive the pod

#### Score Point 3

The writer of this satisfactory writing performance organizes the essay by focusing on three activities she would do as an astronaut (visiting the moon, searching through the colossal pod, and repairing space items). Overall, this organizational strategy is adequately suited to the expository task; however, the introduction (consisting of only a central idea and three preview statements) is formulaic and does not add any meaningful information to the essay. The writer generally controls the progression of ideas as she moves from one space activity to the next, but better transitions are needed. In addition, minor spelling errors are evident throughout the essay, although they do not cause disruptions in the fluency of the writing.

## **Score Point 4**

**The essay represents an accomplished writing performance.**

### Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer's progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer's train of thought easy to follow.

### Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

### Use of Language/Conventions

- ❑ The writer's word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

When I was seven years old I watched the Olympics with my dad. We watched the swimmers, and they were fast. When I saw how fast they were going I knew someday I'll go to the Olympics and swim my heart out. And I'll win the gold medal.

I know I'll go to the Olympics because I've been swimming since I was four years old. I can swim twenty-five yards easy peasy. My parents say I go as fast as lightning! I bet I could go one or two miles a hour in the pool. Also I've already gotten three blue ribbons.

I want to go to the Olympics because if I win a medal it could get me excellent scholarships for great colleges. I could win trophies and if I need to I can trade it in for money and give it to my life insurance. My parents would be so proud of me.

Being in the water makes me feel so joyful and happy. I have so much fun with my family in the pool. Swimming also gives you great exercise. And if I've had a stressed filled day a lap or two will calm me down.

In conclusion, I'm a super swimmer, and I enjoy every minute of it. And after I go to the Olympics, I can join a swim team. Later on I could become a professional. Then when I'm ready I can go back to the Olympics.

**Score Point 4**

The writer of this accomplished writing performance aspires to become an Olympic swimmer. The writer skillfully uses a personal anecdote of watching the Olympics with his father as well as his own experiences as a swimmer to develop the central idea. His ability to connect these carefully observed experiences to the future benefits of becoming an Olympic swimmer makes the essay thoughtful and engaging. Both the introduction and the conclusion add substance to the essay. The writer's train of thought is easy to follow, and he displays a keen awareness of the expository writing task. In addition, the well-controlled sentences and overall strength of the conventions contribute to the quality of the essay.

Everybody in the world will one day have a career. There is a variety of choices in careers. Some people choose when they're young, and others choose when they're older. What I want to be, is a Doctor.

One reason why I want to be a doctor is because they help people. They take care of minor things like fevers, to deadly things like cancer. Doctors are always there when you need them, even when you're sleeping. So if you ever have a medical issue, a doctor is ready for you. But to be a doctor, you have to do well in school.

To be a doctor, you need to get good grades in school. Sometimes, you get to pick which classes you take, so pick classes that go along with your career. Try to learn as much as possible about that subject. If you get good grades in school, good colleges will pick you. The better your grades, the better school. Also, if you work hard, you could get a scholarship to a medical school.

The last reason why I want to be a doctor is they get a good pay. You could get a good house and a nice car. If you want to, you could donate money to an organization or a shelter. Or you could just save the money for times you need something. Some people give it to their kids for college. There are many different ways to spend money.

Being a doctor may take some work. But when you become one, you see all the positive things people would admire you because you went through all the hardships in becoming the person you are. When I grow up, the one career I want, is to be a doctor.

**Score Point 4**

The writer establishes the central idea that she wants to become a doctor and uses an organizational strategy well suited to the expository task. She develops the central idea through a methodical exploration of different aspects of being a doctor: why this profession is important, how one attains the skills needed, and what the rewards might be. The progression of ideas is logical and well controlled because every idea presented is strongly related to the central idea and contributes to a unified, coherent essay. Specific details about the challenges and rewards of becoming a doctor are thoughtfully presented, reflecting the writer's personal approach to the topic. The writer demonstrates a consistent command of conventions that contributes to the fluency and effectiveness of this accomplished writing performance.

"Click" I was on my computer going on YouTube to listen to music. But then I clicked on the wrong song. On the other hand that song had almost five-hundred million views. Then I thought that being a lead singer is the best job you can have.

You're usually super rich and who wouldn't want to be chased by all the fans who love you. I think it would be awesome seeing tons of people wearing a shirt with your face right in the center. You can hear the songs you created on the radio that billions of people listen to.

Your face sometimes is on the cover of a magazine. People are screaming your name every time they see a photo of you. When you perform a concert sometimes it is recorded on T.V. You get to meet all the singers that inspired you to be a singer and later you could meet the singers that got inspired by you.

Then you could tour the world buying so many expensive and nice outfits. You're so rich that you could buy a cruise ship or a seven story mansion. Also you're so famous they make a new book with your name in it. Being rich and famous is my dream and I really hope it comes true.

**Score Point 4**

The writer of this accomplished writing performance uses a personal anecdote to introduce the central idea that she wants to be a lead singer. By organizing the essay around the benefits of becoming a lead singer—specifically, being wealthy and famous—the writer is able to create and sustain a strong focus. Relationships among ideas are clear, making the writer's train of thought easy to follow. Specific, well-chosen details add substance to the essay. Through purposeful and precise word choice, the writer maintains an engaging tone appropriate to the expository task. Varied and well-controlled sentences as well as strong conventions contribute to the effectiveness of the essay.

When I grow up, I'd like to be a pilot. What I fly doesn't really matter to me, as long as I get to fly. The only thing I'm going to want to go through quickly is flight training. There, I will meet my flight instructor who will teach me to operate, and care for my plane. This is supposed to be the easy part. Simulation is just like a video game. The inside looks like the real thing. It works like a real plane, but is slightly easier. This is just to see if I'm ready or not. Soon, I'll have a plane up in the air! By the time I'm 16, I will be eligible to get my pilot's license. However, I'll have to have flown a certain number of hours with my instructor. If all goes well, I will have my license for sure. Of course, the hardest part of flying is, well, flying. You never know when air pressure is going to crack open your plane and the whole thing comes crashing down. Even so, I'm willing to take the risk. Coming in slow, preparing the landing gear, perfect landing. It doesn't always work that way though. Lots of people have died from crash landings. In fact, that's the most common death on an airplane. All though, when I'm a pilot, I'll make sure that never happens. The job comes with many risks, but accepting them is my only choice. Because no matter what, I want to enjoy the experience of flying.

**Score Point 4**

In this accomplished writing performance, the writer hopes to one day become an airplane pilot. The essay is skillfully crafted; the writer explains not only the flight training needed to obtain a pilot's license but also the risks that pilots face when flying. The writer transitions smoothly from the explanation of flight training (paragraph two) to the explanation of flight risks (paragraph three) by using a meaningful transitional sentence ("Of course, the hardest part of flying is, well, flying"). The writer demonstrates his thorough understanding of the expository task by using specific, well-chosen details that add depth to the essay and reflect his unique approach to the topic. In addition, purposeful word choice, well-controlled sentences, and strong conventions enhance the overall quality and clarity of this thoughtful and engaging essay.